

高级英语听力 教程

●岑华 常力 编

The Odyssey File— Developing Advanced Listening Comprehension

对外经济贸易大学出版社

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前 言

本教材为高级英语听力教材,适合具有中等偏上英语听力水平的学习者(如大学英语专业三年级的学生)使用。该教材具有两个显著特点:第一,配合教材的录音语速很快,相当于欧美地方电台对本地听众进行广播的速度。相比之下,在国内收听到的BBC或VOA广播的对象是外国听众,其语速较慢,用词讲究;而The Odyssey File则与上述二者不同,由于它的听众是本土居民,所以它无需在语速与行文上进行调整。因此,对于经常收听BBC或VOA广播的学习者来说,通过使用本教材,不仅可以在原有的听力水平上得到新的飞跃,而且到英美等国之后便能很快适应当地的语言环境。第二,教材中的每一个单元均以新闻报导的形式出现,课文短小精悍,口语性很强,词汇生动,不乏许多常用的俗语和俚语。在题材方面,该教程的课文内容丰富多彩,收选的文章均为当今世界的热门话题,如飞碟、热浪、人口爆炸、环境保护以及健康食品等等。因此,学习者在学习过程中不仅可以扩大词汇量,而且还能拓宽知识面。

本教程由35个单元组成,每个单元均包括以下五个部分:

1. Tuning In (词汇表)
2. Summing Up (选择题/问答题)
3. Drawing Out (判断题)
4. Filling In (填空题)
5. Speaking Out (讨论题)

上述各项练习紧紧围绕一个中心目的,即听力,即听者对接收到的信息进行高度分析、综合概括以及作出结论的过程;为了使这

一过程得以顺利进行,并且最终进一步提高学习者的听力水平,我们在编配练习中努力做到由浅入深、环环紧扣,以便学习者牢固掌握所学内容。编者认为,若想提高对快速英语的理解能力,只有通过广泛接触或大量收听快速英语的录音材料才可实现。《高级英语听力教程:The Odyssey File》正是为了达到这一目的而编写的。

编者

1996.4

INTRODUCTION

The Odyssey File is an advanced listening comprehension material for students of English as a Foreign Language (EFL). The writers of this material believe that listening is an active, problem-solving process, which requires the coordination of a number of skills. This textbook, therefore, aims at sharpening the listener's abilities to identify listening focus, to pick out relevant details and to selectively use the skills which help solve the problems he/she encounters. More importantly, the writers of this material believe that the ability to understand English spoken at a fast speed can be acquired only through practice and exposure in listening to English spoken at a fast speed.

Contrary to language heard in most recorded materials, fast-paced spoken English is represented in the Odyssey File, and this rapid speech makes The Odyssey File a very challenging listening material to advanced EFL students.

The material consists of thirty-five units, which cover a large variety of subjects and which mainly contain discussions on some current problems in the United States, on arguments and comments on some scientific breakthroughs, and on some fancy ideas.

In addition to developing listening comprehension skills by exposing students to fast-speech English, the objectives of The Odyssey File are (1) to provide opportunities for students to practise note-taking skills, (2) to offer topics for students to talk over, and (3) to

provide students with motivation and ideas for ongoing self-teaching.

The Odyssey File was written to be used as both a self-taught material and a classroom text. It is not necessary to start with Unit One and go through the material in order, because there is neither a level of difficulty nor vocabulary and structure control.

The following is the writers' suggested plan for self-teaching.

TUNING IN:

1. For any new vocabulary item, consult the dictionary for examples of the word or phrase used in sentences.
2. Try to use it in the original sentence.

SUMMING UP:

1. Before listening, read the questions and make sure that you understand them well.
2. While listening, close the book and try to note down as much high-content information as possible.
3. Complete this section after the third time listening. If you fail to do so, you may listen to the tape as many times as needed until you choose satisfactory answers.
4. Check your answers against the Answer Key.

DRAWING OUT:

1. Read the statements and decide whether they are true or false. Write a T or F in the space provided at the beginning of each statement.
2. Listen to the tape and check your answers. (If necessary, listen as many times as needed.)
3. Check the answers either against the Answer Key or until you finish the following section Filling In.

FILLING IN:

1. Play the tape straight through to fill in the blanks. In order to catch up with the speed, write in abbreviations or symbols for the missing words if possible.
2. Play again and fill in the blanks with complete words.
3. Play the third time to check the words in the blanks for accuracy.
4. Read the tapescript.

SPEAKING OUT (IN TEACHER — DIRECTED CLASS):

1. Choose one of the topics and prepare it individually.
2. Present what one has prepared in small groups.
3. Conduct further discussions on each of the topics.
4. Select a representative to give a presentation in class.

Finally, it is the hope of the writers that the user of this listening material will have made a great breakthrough in developing advanced listening comprehension when he/she comes to the end of this book.

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UNIT 1

COMING OF THE ICE AGE

TUNING IN

Before you hear the recording, check to see if you know the meanings of the following words.

- | | |
|-----------------|----------------------------------|
| 1. massive adj. | widely-covered |
| 2. to level off | to become steady |
| 3. visible adj. | able to be seen |
| 4. drought n. | a long period of dry weather |
| 5. frost n. | temperature below freezing point |
| 6. match v. | equal |

SUMMING UP

Read these five statements. Listen to the recording as many times as you like. Then choose the best answer for each of the statements, and circle the letter of your answer.

1. The cooling-down climate could result in _____.
 - a. crop harvests
 - b. difficult transportation
 - c. less air pollution
 - d. crop failures
2. The temperature of the northern hemisphere slowly increased

- _____.
- a. between 1900 and 1945 c. between 1900 and 1940
 - b. between 1940 and 1945 d. between 1945 and 1950
3. John Firer warns that _____ now.
- a. the temperatures are increasing slowly
 - b. the temperatures remain unchanged
 - c. the temperatures are decreasing slowly
 - d. the temperatures are good for farming
4. This cooling-trend is visible in _____.
- a. the U. S. and New Zealand c. France and the U. S.
 - b. England and New Zealand d. the U. S. and England
5. Firer implies that _____.
- a. we'll be threatened by food shortages
 - b. food production will be increased each year
 - c. most Americans have read his articles
 - d. we don't need to worry about food supplies

DRAWING OUT

Read the statements below. Listen to the recording again. Then decide if each statement is true or false. If the statement is true, place a T in the blank space; if it is false or inaccurate, place an F.

- 1. _____ More and more weather scientists believe in the Ice Age theory.
- 2. _____ The evidence for the cooling pattern in the U. S. is that the growing season is two weeks shorter than before.
- 3. _____ The Ice Age theory simply means that the weather is getting colder and colder.
- 4. _____ It is predicted that many people will go hungry during the

5. _____ It is absolutely correct that we are heading for another Ice Age.

Listen to the recording and fill in the blanks. You may listen as many times as you need to.

A growing _____ of weather scientists _____ predicting
that the world's _____ is beginning to cool down, _____
development that could lead _____ massive crop failures and
_____. John Firer, director _____ the National Centre
_____ Atmospheric Research, reports _____ between 1900
and 1940, the _____ temperature of the northern hemisphere
_____ increased, but by 1945 it had _____ off. Now he
warns, the _____ appear to be moving downward _____,
making increasing amounts of _____ unsuitable for farming.
_____ cooling pattern is not _____ visible in the U. S.
_____ we are getting _____ and droughts this _____, in
England, the growing season _____ two weeks shorter than it

_____ in 1950. And _____ in the Italian Alps are _____
 22 23 24
 for the first time in _____ years. Firer says that most _____
 25 26
 were raised in a _____ where food production increased
 27
 _____ year. But soon, he _____, it may be impossible to
 28 29
 _____ match the previous year's _____ output.
 30 31

That's in the Odyssey File under "Coming of the Ice Age".

For KNX-FM, I'm Paul Crosswhite.

SPEAKING OUT

Read the discussion topics below, and choose one to talk about.

1. Can you offer any explanations for the changes in atmospheric conditions that we are experiencing?
2. What do you think about the abnormal changes of weather in China in the recent years?
3. Do you believe that we are entering a period of famine? How is this related to the world population growth?
4. Do you know any solutions to the world famine problem?

UNIT 2

NICOTINE MADNESS

TUNING IN

Before you hear the recording, check to see if you know the meanings of the following words.

- | | |
|-------------------------|---|
| 1. blast v. | criticize vigorously |
| 2. spin (span, spun) v. | create, or make up (a story) |
| 3. scenario n. | story |
| 4. deprave v. | corrupt |
| 5. jack (up) v. | raise |
| 6. junkie n. | a narcotics addict, especially one using heroin |
| 7. to kick the nick | to free oneself from arrest (nick n. prison) |
| 8. cold turkey | a sudden stop of using narcotics |
| 9. monstrous adj. | shocking |
| 10. mugger n. | person who takes other's belongings by violence |
| 11. scrounge v. | search |
| 12. alley n. | narrow street or passage way |
| 13. butt n. | cigarette |
| 14. fan v. | move to action, or stir up |

15. to capitalize on to profit by
16. go off to begin, start

SUMMING UP

Read these five statements. Listen to the recording as many times as you like. Then choose the best answer for each of the statements and circle the letter of your answer.

1. New Times magazine criticized Nelson Rockefeller because _____.
 - a. he was too rich and selfish
 - b. he himself was an addict
 - c. he wanted to make the addicts jobless
 - d. he refused to attend a news conference
2. It was _____ that really depraved people.
 - a. drugs c. the laws against drugs
 - b. cigarettes d. the laws against robbery
3. If there were a law against cigarettes, _____.
 - a. smokers would be willing to give up smoking
 - b. everybody would be happy
 - c. the social order would get better
 - d. the social order would get worse
4. Some cigarette junkies would try very hard to _____.
 - a. go to Turkey c. stop eating cold food
 - b. eat up a turkey d. stop smoking
5. New Times story implied that politicians would be _____.
 - a. against such a law c. against the president
 - b. in favour of such a law d. in favour of the president